

Tony Ryan - Responding to Change

This session was focused on teachers looking after themselves, the spirit and zest of teaching.

W – Wellness – you must look after yourself and take time for yourself to avoid burnout!

I –innovation

L – Learning – you must continue to learn yourself!

D – Dialogue – watch what you say!

GOMO – Get over it and move on

- If you don't enjoy teaching and working with children why are you here?

Questions to ask yourself...

- Do you ever get angry?
- Are you fitter and healthier than other people your age?
- If you answered yes to the first and no to the second, you are heading towards a heart attack.

Distress Indicators

- Feeling a loss of control
- Having disturbed sleep
- Excessive alcohol consumption
- Disordered eating patterns
- Persistent tiredness/apathy
- Emotional volatility

These are warning signs and you should start looking for the cause and what you can do to prevent these indicators.

THE SPIRIT OF TEACHING by Tony Ryan

How you can make an inspiring difference with your work

Do you believe that you can make a difference to the world with your teaching? In troubled times, people of our planet always have sought leadership from inspiring individuals who openly contribute

their spirit and energy to the creation of a better world. And many of these great leaders have been teachers who are prepared to stand up and make a difference with their everyday actions.

In this affirming yet challenging workshop, we will explore the release of spirit and passion in our everyday teaching, and the manner in which this spreads inspiring ripples throughout a learning community and beyond. The ideas in these sessions will be practical and relevant to the daily school environment. This exploration of spirit will focus on such issues as:

- The nurturing of your own physical, emotional and psychological energy on a regular basis
- The creation of resilient schools that can flow with the rapid changes of the educational and outside world
- The application of contemporary learning frameworks into rich authentic tasks that align with community needs
- The empowering of students to believe that they can make a difference with their lives

Zest Practice by Tony Ryan

Ever heard of Zest Practice? Probably not, because I just made it up. I'm seeing it as a subtle yet distinct advance on Best or even Next Practice. It's basically a no-holds-barred exhilarating immersion in your professional work.

Let me build up to this.

Ever heard of 'best practice'? Who hasn't? It tends to go along with 'raising the bar'. Whatever that means. Probably refers to the fact that you're working so damn hard that you need to drink even more to cope with it all.

World-best practice? There's nothing inherently wrong with this concept. If you want to develop practice that is of astonishingly high quality, then this is a good thing. It's just that the term gets bandied around so much these days, and it's then difficult to know what it really means.

Some advances on 'best'? Have you ever heard of Next Practice? Best is now, Next is whatever will be the best up ahead. Has been championed by the Innovation Unit in the UK, although first proposed by C K Prahalad, author of The New Age Of Innovation. Here's a succinct comparison:



Derek Wenmoth over in NZ has mentioned this in an earlier blog as well. A good summation on Next Practice [here](#) from Derek.

Just for the heck of it.... I'd like to propose a further advance on Best and Next. Let's refer to it as Zest Practice. Why Zest? For starters, it rhymes with best and next. It also indicates that it will focus on spice and energy... which is surely what education needs to be about.

Zest also has intimations of Zen. Given the relentless pace that too many people experience in their lives, they'll all need a touch of deep spirit and revitalisation if they're going to thrive through the next five years.

Some key points about Zest Practice?

- * It would compel people to turn up. They would want to be there, because they would experience inspiration through the experience. Zest Practice would become a lodestone, a magnet, for inspiring practice.
- * It would be provocative to the established order. Until it became the accepted way of doing things, Zest Practice would be considered as too risky by the mainstream.
- * It would be based upon deep inquiry. A challenge would exist, and the process of resolving that challenge would necessitate an ongoing model of exploration and inquiry.
- * Zest Practice would require a co-evolving learning environment. Learning 2gether, participants would adapt according to the flow of learning that occurred throughout the experience
- * Zest Practice would lose sight of the shore. It would be uncomfortable and unsettling, because it would not yet be a practiced part of your everyday routines.
- * Zest Practice would require, and indeed, would encourage, a deeper regenerative energy. Too many of our present global structures (including most educational bodies) consume energy, and exhaust their participants. A Zestful approach would regenerate your energy because of your inspiration for accomplishing the experience.

Three questions for you:

Q. Where do you presently engage in Zest Practice?

Q. Where could you engage in Zest Practice?

Q. Where will you engage in Zest Practice?

Some useful web 2.0 tools recommended by Tony.

[Google Squared](#)

Google Squared takes a category and creates a starter '**square**' of information, automatically fetching and organising facts from across the web.

www.google.com/squared

[Google Wonder Wheel – Step by Step](#) | [Google Wonder Wheel](#)

Google Wonder Wheel is a new great feature from **Google** which allows you to see relevant search results to your query in a unique semantically relevant and...

www.googlewonderwheel.com

Literature recommended

www.leadingadultlearners.com

IF – by Sarah Herod

Tony Ryan (Australia)



Tony Ryan is a former teacher and is now an educational consultant and writer. He offers professional support to school organisations throughout the world on issues such as change leadership, lifelong learning and quality classroom practice. He has presented numerous keynotes and workshops at state, national and world conferences in the past 10 years.

He has been engaged as a teacher-in-residence in over 400 schools throughout several countries. In this role, he teaches extensively, and offers guidance to teachers with their everyday practice. Many of his ideas used in his work can be found in his blog at

<http://tonyryan.edublogs.org>

Tony is a prolific author of books on effective thinking and learning. These books include The Ripple Effect, Thinkers Keys for Kids, Mindlinks, Brainstorms, Thinkfest and The Clever Country Kits. His latest CD-ROM features a comprehensive update of Thinkers Keys. His site at www.tonyryan.com.au contains numerous free downloads of his material.

Tony is a director of School Aid (www.schoolaid.org), a non-profit organisation that co-ordinates post-tragedy fundraising and social justice programs within 10000 schools around Australia.